

RESOURCE A

Summary of the Special Education Process

What happens if a student is having trouble in school?

Step in the Process	Parent Role	School District Role
Before a Request for Assistance Is Made	<ul style="list-style-type: none"> • Contacts teacher to discuss any concerns • Provides any information that might be helpful • Carries out teacher's suggestions for helping child at home • Asks for Building Level Support Team (BLST) assistance • Actively participates in the BLST process • Makes written request for evaluation for a suspected disability, if needed 	<ul style="list-style-type: none"> • Contacts parent for information • Attempts different strategies and documents results • Uses BLST to generate additional ideas, if needed • BLST suggests new interventions and documents results in writing • Makes a referral for evaluation if the child is suspected of having a disability
Referral	<ul style="list-style-type: none"> • Receives copy of procedural safeguards information • Asks questions about procedural safeguards as appropriate • Asks for information about parent support resources, if desired • Gives informed written consent for evaluation 	<ul style="list-style-type: none"> • Contacts parent, explains referral process and provides a copy of <i>Parent Guide to Special Education</i> • Explains procedural safeguards to parent and answers questions • Asks parent for consent to evaluate
Evaluation	<ul style="list-style-type: none"> • Provides information for evaluation process, (for example, medical, family, and educational history; observations of child's strengths and needs) • Actively participates in the evaluation planning process • Actively participates in the decision-making process regarding whether child has a disability under IDEA 	<ul style="list-style-type: none"> • Initiates the assessment planning process with the multidisciplinary team, including parent • Conducts and completes the team assessment • Summarizes and interprets evaluation results with parents • Determines with parent whether the child has a disability under IDEA • Informs parent of the right to an independent evaluation if parent disagrees with the district's evaluation

Step in the Process	Parent Role	School District Role
Before the Individualized Education Program (IEP) Meeting	<ul style="list-style-type: none"> • Reviews parent role and responsibilities as a team member • Contacts parent information resources, if desired • Begins writing questions, suggestions, and concerns to bring to the IEP meeting 	<ul style="list-style-type: none"> • Notifies parent of IEP meeting and who will participate • Determines mutually agreed upon time and place for the meeting • Gathers relevant information to share with team members
During the IEP Meeting	<ul style="list-style-type: none"> • Shares information about child's strengths and needs • Participates in development of goals and objectives • Determines jointly the appropriate special education and related services to be provided • Gives written consent for child to receive special education and related services 	<ul style="list-style-type: none"> • Responds to questions parent may have • If child is eligible and needs special education services, jointly develops IEP which includes: <ul style="list-style-type: none"> • Child's strengths and needs • Annual goals and short term objectives • Appropriate special education and related services <p style="text-align: center;">-----OR-----</p> • If child does not need special education services under IDEA: <ul style="list-style-type: none"> • Determines appropriate modifications and/or interventions • Considers eligibility for services under Section 504, Title I, or other support services
Annual Review	<ul style="list-style-type: none"> • Gathers school papers and other information that may be helpful at the meeting • Reviews procedural safeguards information if needed • Reviews child's progress on current IEP goals and objectives • Writes down ideas for new goals and objectives 	<ul style="list-style-type: none"> • Provides notice to parent of the IEP annual review • Gathers and reports information on child's progress • Reviews current IEP • Discusses need for extended school year services with parent

Step in the Process	Parent Role	School District Role
Reevaluation	<ul style="list-style-type: none"> • Requests an evaluation sooner than three years if necessary, especially if there is a change in child's functioning in the home and community • Reviews procedural safeguard information • Gives informed written consent for reevaluation • Actively participates in the evaluation planning process • Provides information on child's functioning in the home and community • Provides helpful medical or other information 	<ul style="list-style-type: none"> • Requests an evaluation sooner than three years if necessary, especially if there is a change in child's functioning in the home and community • Notifies parent that a three-year reevaluation needs to be done • Provides copy of Procedural Safeguards booklet to parent and explains it • Asks parent for consent to reevaluate • Informs parent of the right to an independent evaluation if parent disagrees with the district's evaluation • Involves parent in the evaluation process
Independent Educational Evaluation	<ul style="list-style-type: none"> • Informs school in writing of any disagreement with the school's evaluation • Assists in the identification of the independent evaluator(s) • Obtains independent educational evaluation 	<ul style="list-style-type: none"> • Informs parent of their right to an independent evaluation if there is disagreement about the school's evaluation • Provides information about where an independent evaluation can be obtained • Pays for the independent educational evaluation or determines need for mediation and/or due process hearing if the assessment team feels that the school's evaluation is fair and accurate

(Parent Guide to Special Education, 1999)

G:\Paraed Guide-Modules\Modules\Module 1\Resource A The Special Education Process.doc